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WORK

By HENRY VAN DYKE

Let me but do my work from day to day,
 In field or forest, at the desk or loom,
 In roaring market-place or tranquil room;
 Let me but find it in my heart to say,
 When vagrant wishes beckon me astray,
 "This is my work; my blessing, not my doom;
 "Of all who live, I am the one by whom
 "This work can best be done in the right way."

Then shall I see it not too great, nor small,
 To suit my spirit and to prove my powers;
 Then shall I cheerful greet the labouring hours,
 And cheerful turn, when the long shadows fall
 At eventide, to play and love and rest,
 Because I know for me my work is best.

[From MUSIC AND OTHER POEMS, Scribner, 1919]

Jottings From Here and There

O. E. ROBINSON, Chicago, Ill.

The High School Music Teachers' Club of Chicago is one of the very live organizations of the city. Its membership includes the twenty-nine music teachers who are employed in the various high schools of Chicago. The new president, Louise Gildemeister of the Tuley High School presided at the first meeting of the year which was held September 15th. Louise Laughlin, of the branch of the Crane Technical High School is the vice president and Frances Peickert of the Schurz High School is the secretary.

Steps are to be taken to make the All-High School Orchestra of 175 members which gave such a good account of itself at the Auditorium Theatre at the meeting of the Superintendents of the N. E. A., in 1919, a permanent organization. O. E. Robinson of the Hyde Park High School is chairman of the orchestra committee. Carl Lagerquist of the Schurz High School was recently chosen president of the famous Apollo Club of Chicago.

ELFLEDA LITTLEJOHN, State Supervisor of Music, Austin, Texas

In answer to your request of October 12th, I am sending herewith a brief list of recent musical developments and happenings in Texas.

One of the most significant and important developments is the revision of our State Certificate Law, which names music as one of the optional subjects for teachers' certificates. This law provides five optional subjects, (in addition to a certain number of required subjects) three of which must be selected, and music is one of these five. The new law went into effect October first, and in my opinion, marks a decisive step forward.

Another matter of interest is the recent publication by the State Department of Education, of two bulletins,—number 105, the State Manual and Course of Study for Elementary Schools, which includes the State Course of Study in Music; and number 119, which gives the State Course of Study in Music for Texas High Schools. The latter bulletin gives the requirements for those high schools desiring affiliation in music, and a most encouraging feature is the fact that as many affiliation units may be obtained in Music as in English or Mathematics or any other subject recognized as suitable for affiliation. The majority of our universities, colleges, and all of our State Normals are now accepting from one-half to four entrance credits in Music.

The foregoing developments are due mainly to the interest taken in music by our present State Superintendent of Public Instruction, Miss Annie Webb Blanton. In an address before the Texas Music Teachers' Association last spring, Miss Blanton voiced her conviction of the importance of music in the schools and assured the Association of the continuance of her efforts to further its development.

These items are all that I have to send just now, unless you care to know something of my own work during the past summer. In the late spring I had the opportunity of attending the meetings of the Texas Music Teachers' Association and the Texas Federation of Music Clubs, and of speaking at both meetings to sympathetic audiences on the subject of "Music in our Rural Schools." During the summer, I taught for eight weeks in the Summer Normal of the University of Texas. The first week of September I spent in Houston, having charge of the music at the Joint Institute of four counties, which was attend by approximately five hundred teachers from the rural schools. I forgot to say, that in connection with my work at the University, I held several community "sings" on the campus.

WM. B. KINNEAR, Larned, Kansas

In reply to your note of the 12th:—You may know that the Kansas State Teachers' Association meets in four sections at present, this year at Topeka, Independence, Hays, Hutchinson.

The Topeka Music Round Table program includes addresses on "The Project Problem in Music Instruction," "Instrumental Music in the Class Room," "The Supervisor in Community Music," "Educational Measurements as related to Public School Music," "Music Supervision in Rural Schools."

Part of the Hutchinson program deals with two questions: "Should music have a place in the high school curriculum as a vocational subject or should it be given a place simply for cultural value?" (2) "How do you handle H. S. credit for outside study in music?"

Other programs not definitely outlined at my last information. Association meets last days of October.

The State Music Teachers' Association, under the direction of president Oscar Lofgren of Lindsborg, is trying to secure a complete roster of teachers in the state. The annual meeting is to be at Lindsborg in March.

The (Vermont) State Music Teachers' Association recently held a meeting with the annual State Teachers Association. The program was as follows:

A. M.

President's Address—Prof. Lewis J. Halloway of Middlebury College.

Lecture—Recital—The Heritage of Music in America Since 1620—Mr. Charles Griffith, Violinist of Boston.

Lecture—The Music of the Indians—Dean Geo. H. Perkins of the University of Vermont.

P. M.

"The Correlation of Music with Other School Subjects"—Mrs. Grace Drysdale, The Columbia Graph. Co., Boston.

"The School Orchestra in the Small Town"—Miss Lena Wallace, Supervisor of Music, Waterbury, Vermont.

"Extension of Music Appreciation in Individual States as Suggested by the National Federation of Music Clubs"—Miss Ella Brownell, Burlington.

At the annual business meeting the following officers were elected:

President—Beryl M. Harrington, Burlington.

Vice President—Mrs. Reliban of White River Junction.

Secretary—Miss Minnie Burrit, Burlington.

Treasurer—Mrs. Beardsley, Rutland.

On October Nineteenth the Athena Club offers a guest evening. Parents and teachers are invited. Miss Beryl M. Harrington has charge of the meeting and the entire entertainment is by pupils of the public schools. There will be songs, choruses, dances and games by the children. The "High School Girls' String Club" and "Junior High Violin Club" furnish the instrumental music.

Jan Kubelik will appear in Burlington on Thursday evening, November 4. Mr. Kubelik comes through the efforts of Mr. Arthur Dow, who has enabled Burlington audiences in the past to enjoy such artists as Paderewski, Alma Gluck, Geraldine Farrar, Elman, Kreisler and Galli Curci.

Muskegon, Michigan,

Aug. 5, 1920.

My Dear Bro. Dykema:

Yours of the 31st at hand, having been forwarded to me here where I am enjoying a brief vacation.

In reply to your question, I wish to say that this is the first summer in twenty years that I am free from the cares of office, having resigned the post of Manager. I resigned a year ago, but as it was summer time, my resignation was not accepted, but my salary was raised. This was not what I wanted, but I could not leave the school and my colleagues in the lurch, so I stayed.

This spring my resignation was accepted and I am free again. I am enjoying my vacation by making some orchestrations of things I wrote sometime ago. I have not done any such work for more than forty years and so it is very absorbing work. Nevertheless I am enjoying it immensely. I hope to do some original writing again this summer as well.

I shall remain with the College of Music next year and have charge of the Theory Dept. in addition to my solfege classes, and the Public School Dept., and the Music History. All that ought to keep me busy don't you think? Wishing you success in your work and hoping to hear from you sometimes, I remain as ever,

Yours sincerely,

A. J. Gantvoort.

Niagara Falls has a big three million dollar building project in for next year. Two large Junior High Schools and a big grade school, are to be built.

Miss Lettie J. Ransom, the supervisor of music, attended the summer session of the American Institute of Normal Methods in Boston. Two grade orchestras are doing good work and others will be organized this year. The high school orchestra furnished commencement music.

The Fort Smith (Arkansas) High School has introduced Credits for Outside Music Study and found the private teachers very much interested in the scheme.

The Board of Education of Fort Smith has engaged instructors in Band instruments for the Junior High and High Schools under the direction of Mr. Fred G. Smith, Supervisor of Music.

For the benefit of students who are unable to go home to lunch the High School Orchestra gives a noon-day concert in the Auditorium every Wednesday at which there is always a large and enthusiastic audience.

Announcement is made that Hollis Dann, last year's effective president of our Conference, is to leave Cornell University next September in order to assume the duties of State Supervisor of Music for the state of Pennsylvania. Our vigorous and progressive friend is ever ready to enter into new fields. Many of his friends were surprised when he obtained a leave of absence from the Uni-

versity in 1918 so that he might become an Army Song Leader, and many will wonder at this new step. Our best wishes go to our co-worker and to the great state in which his labors will be focussed. A great opportunity for wise guidance is here presented which we shall all watch with keen interest.

Gladys E. Hooper of Iowa State Teachers' College has resigned to accept a position as demonstrator for Silver, Burdett & Co. She will have her headquarters in New York City. Miss Hooper will be succeeded temporarily by Miss Bessie Grace Kieth of Goldfield, Iowa, who is taking postgraduate work in this department.

MABELLE GLENN, Bloomington, Ill.

The following is a typical notice sent out this fall to our grade children:
To the Patrons of Irving School:

Do you want your child to have four musical treats this winter? Last year when our children heard the St. Louis Symphony Orchestra for 25 cents we thought they were getting a big bargain. What should you say to four splendid concerts for 50 cents, thus making each concert cost *twelve and one half cents*? These are the four concerts which we hope to bring:

1. Madam Sturkow-Rider. One of America's best pianists who will play a program of descriptive music. In a charming manner, Madam Sturkow-Rider explains her selections, Nov. 11.

2. Princess Watahwas. An Indian Princess with a wonderful contralto voice who will sing and dance in Indian costume. Dec. 3.

3. Mr. Olds, the Bird Melodist. Jan. 30. Mr. Olds has lived close to nature and has put the songs of birds into his music in a most delightful way.

4. St. Louis Symphony Orchestra of Eighty Men. Feb. 24.

This is the biggest thing we have ever tried to do for our boys and girls and it can only be accomplished if 1200 children sign up for season tickets at 50 cents per ticket within the next two weeks.

All concerts begin at 3:30 P. M. Signed—Miss Kelley, Principal; S. K. McWowell, Supt. of Schools; Mabelle Glenn, Supervisor of Music.

MARY A. SCHUETTE, Monmouth, Ore.

We have our glee club and perform annually some choral work with the assistance of Portland artists; we maintain an orchestra, hold community sings—generally before settling ourselves to see a motion picture. You see our Normal School has solved this problem by being sole managers of this recreation in Monmouth. The training school includes the school population of Monmouth, of Independence two miles away, and of several rural centers. We send our music students to teach in the schools of Monmouth and Independence. Children's orchestras are organized in both cities. We have organized violin classes, and are hoping soon to have the piano taught by group instruction.

This year O. N. S. offers several new courses—the one bearing on this article being the Special Music Course. Graduates from this course are certificated by the State Superintendent to hold music positions in Oregon.

We began the year very auspiciously with a concert by the Minneapolis Symphony Orchestra on Sunday afternoon Oct 3. We are gloating because "we" and Portland were the only Oregon cities to hear them.

The Oregon Music Teachers' Ass'n. has worked out a system of standardizing a music education in the high school, and giving credit for outside study.

FRANK PERCIVAL, Arsenal Technical School, Indianapolis, Ind.

For several years I have watched the development and the increasing numbers of our pupils working for a music credit with outside music teacher. As the numbers increased I came less in contact with the work they were doing. Though they followed a course as laid down by the Board of Education and

though they came up for an examination for the semesters credit, I felt out of touch with them and had to leave much to the showing they made at the examination. In many instances I was forced to observe that the pupil had "crammed" for this particular test and was a failure if scrutinized too closely. Result,—trouble for the pupil, disappointment by the parents and a painful interview with the private teacher.

So I notified all the pupils taking outside music to meet me at a certain period. I informed them that they were to have an "Out Side Music Study Pupils Club." I outlined the plan in detail. They elected officers such as presiding officer, secretary and a program committee. The club was effected. It meets the first Monday of each month and we have a program. The officers have charge of the meetings and I sponsor the club. We have a few simple rules for guidance. One is that every pupil taking Out Side Music for credit must be a member of the club and conform to the rules. Every member must attend the meetings. Every member must take part on the program. If he is a beginner in music and it would be embarrassing for him to play or sing he gives a paper on some musical subject. We have a few social affairs. But in the main it is strictly all musical business. It is through this club that I get to know what each pupil can do, also I can tell long before the examination the kind of work he is doing, because at roll call at each meeting each pupil responds by bringing in his monthly report of lessons practice, pieces studied and technic, signed by parent and teacher. The advantage of such an organization is not all on the side of the High School Music Supervisor. The pupils themselves see the advantages they are being offered in such a club, from their contact with fellow workers doing similar work, and they enjoy and appreciate the advantage they have in having an opportunity to gain experience in public appearances under the right auspices.

R. M. PARSONS, Highland Park, Michigan

In reply to your communication of October twelfth, allow me to state briefly what we are trying to do this year in school music.

First, the building up of an "Elementary Conservatory Course" in High School and Junior College. We have received word from four conservatories in the state that they will cooperate with us, as regards credit.

Secondly, to bring good music to the students. We have arranged for a series of three concerts by the Stringed Quartette from the Detroit Symphony Orchestra and also a concert by a splendid vocal organization in the city.

These concerts will be held the last class hour of the day. Ten cents admission will be charged, if there is a deficit the school board has agreed to pay it.

Our violin and piano classes have increased thirty percent. We are now arranging for a teacher to give instructions upon the other necessary instruments of the Orchestra.

The opera "Mikado" will be our big public effort this year.

We are all looking forward to the St. Joseph Conference.

WARREN F. ACKER, Allentown, Pa.

I can report rapid progress in the eastern part of Pennsylvania everywhere. From practically nothing five years ago, we are beginning to feel proud of the work done in the Grades and High Schools. School orchestras are springing up everywhere. The best Supervisors are being sought and good salaries paid. We believe the immediate future has big things awaiting us. In my own particular High School, we began teaching the piano in classes, at the beginning of this term, and now have enrolled 31 students studying that instrument. There would be many more, were it not for conflicts in their programs, which prevents them from doing so. We also began classes in voice culture. We now offer in our High School the following subjects:

Freshmen year: Appreciation, Rudiments, Sight singing, Piano. Sophomore year: History, Melody writing, Sight singing, Piano. Junior year: Study of Orchestra and Orchestral Instruments, Elementary Harmony, Sight singing, Voice Culture, Piano. Senior year: Study of Oratorio and Opera, Advanced Harmony, Sight singing, Voice culture, Piano.

We also offer a two years' course, for students expecting to teach in Public School Music, open only to Juniors and Seniors. We make the class a "Practice teaching class" in the senior year.

D. R. GEBHART, Dir. Music, Peabody College, Nashville, Tenn.

Wake up the Superintendents!

Music will only develop in the schools when the superintendents are educated to an appreciation of music and what they should know to further its progress. By appreciation I do not mean a mere liking for music, but a realization of its value educationally, how the subject should be taught and what results should be shown.

Superintendents are somewhat familiar with all other subjects. But when it comes to music they throw up both hands and have to rely upon the supervisors to tell them "what's what"—and most supervisors do not know "what is what," as many know nothing of the principles of teaching. A superintendent should know what is to be taught in music, what constitutes a good course, how it should be taught and what results should be attained.

Courses are offered in colleges for teachers in "Appreciation of Music," in which courses are found a few superintendents, generally women, and a lot of students hunting for a "snap" course. A good course of this kind is excellent, but it does not give the administrator any idea of the general knowledge of the subject in its teaching aspect that is desirable. An administrator needs a specific course in, "How to teach Music in the Public Schools."

It would be well to make efforts in the Music Supervisors' National Conference to have a department for superintendents in which they could discuss and hear discussed the phase of music that applies directly to their efficiency in making better schools. Besides this special section the information they would get in the general sessions and the respect they would gain for the body of supervisors as a whole would be of inestimable value to the progress of music.

Supervisors are handicapped by musically ignorant, indifferent superintendents who tolerate music as a necessary evil; by the little learned (musically) superintendent who has peculiar ideas concerning the teaching of music; the ethereal, ladylike gentlemanly superintendent who gushes profusely over the beauties of music on a foundation gained in twelve lectures on music or as many programs in "Appreciation." Sometimes the "Music Man" has a superintendent who honestly believes in music and backs the supervisor without having any knowledge of the subject at all. Such a supervisor is lucky and should make every endeavor to merit the trust, confidence and backing. But, superintendents should not be at the mercy of the supervisor. They should know what to demand, and demand it.

IDA E. MACLEAN, Superior, Wis.

Our vacations are a wonderful help in affording time for reflection upon a year's work—also to store up knowledge and health for another year's activities. I have done both. Have gained a few pounds; pressed out a few unnecessary worry lines—and studied Voice and French. Perhaps that which has taken most of my summer, is the completion of a carefully planned Course of Study in music for the Superior Public Schools. I have planned for three departments—instrumental, appreciation and vocal. The course is fairly complete, covering about 50 pages of printed matter, made subject to revision as our schools develop. The best I can say for it is that it sets a standard which will require a *growing application* on the part of both teachers and supervisor.